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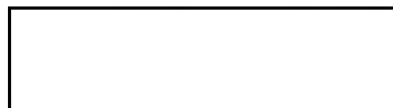
FILE Training-3
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MEMORANDUM FOR: Deputy Director for Support

SUBJECT : Support Directorate Seminar
(Problem Solving)

REFERENCE : Memo dtd 11 Jun 69 to all DDS
Office Heads from DD/S,
same subj

The attached four problems are submitted by the Office of
Training in response to your request outlined in the referent
memorandum.

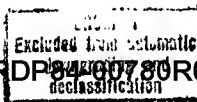


Deputy Director of Training

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Problem: Criteria for selection of CTs and the scope of their training.

1. Since we began selecting CTs under specific job-related criteria levied by the various Directorates, the Program has experienced a series of identity crises. Originally, and for some 15 years, the Program tried to identify young officers of unusual talent and versatility, who would make their careers in the Agency, and who had the potential to become leaders of the Agency eventually. This general formula says nothing about academic credentials, preferring to place emphasis on personal qualities such as intellectual ability and agility, personality, adaptability, leadership qualities, attitude and motivation. Academic credentials were not ignored under this general formula; they were simply not considered most important factors. Today, and since 1967, the Program selects candidates who meet certain academic requirements which have been levied on the Program by the Directorates. What is happening, essentially, is that we find ourselves hiring, more and more, specialists whose assignments are predetermined. The gifted generalist concept has not been forgotten, though it is now largely in disuse.

2. The shift of emphasis from generalist to specialist raises the question of the propriety of funneling specialists through a training program designed for generalists. The students display less interest in course subjects, and sometimes instructors sense a measure of repressed hostility in such classes. Is not the selection of a training curriculum for a specialist entering on duty in this Agency more authoritatively decided by his destined office than by the CT Program? And if so, why use the CT Program?

3. See also the IG Survey of April 1967, page 56, and give us your views as to the content, sequence, and staging of CT training -- after you have been thoroughly briefed on the CT Program posture as it pertains to this multi-faceted and complicated aspect of the over-all Program. As we will discuss with you in depth, the question of the right curriculum is endlessly involved, and, in your own minds, might run somewhat as follows: What is the National Security? When does information become intelligence information, then intelligence? What credence can we put in different sources? How does the intelligence cycle differ from academic research? How does it differ from journalism? Who cares? How is counterintelligence related to the main job of intelligence production? In view of the Agency's legal charter (1947), how did we get into Covert Action and counterinsurgency operations? What is our role in them? How does PPB fit into the rest of the structure? Support has played its secondary role for years; what are some of the unique problems faced by the DDS? Is intelligence a means of preventing World War III? Or of fighting brushfire conflicts? And on, ad infinitum.

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downgrading and
declassification

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Problem: What should be the Midcareer Training for others who do not qualify for MEDC?

1. This should be a so-called management development training program which would not be branded forthwith as "the MEDC for second-class citizens," but, rather, a program, over a period of several years, fundamentally worthwhile for any careerist, supervisor, or subordinate; by exposure to management development training, the subordinate should gain an understanding of his contribution from where the supervisor sees it, and a deeper appreciation of the problems which beset the manager.

2. We would include all personnel grades GS-09 to GS-14 inclusive, and as against an arbitrary age spread, have you think of the job as controlling and the incumbent as profiting from improved performance on the job and preparation for advancement to more challenging assignments.

3. By examining the OTR catalog of courses and external training opportunities supplemented by OTR briefings, the seminar should identify the OTR courses it would recommend for all midcareerists. It should go well beyond the OTR catalog, however, to note deficiencies (especially at the lower grade levels) and to prescribe new courses, sub-courses, or blocks of skills training or orientation that should be brought into the curriculum as meeting management development objectives rather than being of specialized value to, say, a Finance or NPIC careerist.

4. In essence, OTR is seeking a cohesive series of courses and seminars, internal and external, which capture the essence of management development in the Agency environment -- a continuum of learning experiences calculated to intensify in breadth and depth as the careerist takes on progressively broader and more difficult responsibilities.

5. Any member of a Support Directorate Seminar (Problem Solving) will possess a sense of the management development training that is needed throughout the Agency, hence you are expected to think of its Agency-wide application as against, say, the purely technical administrative assignments of certain Support officers. In effect, we are saying -- as the management consultants say -- that a good manager can transfer his skills and managerial style to any substantive field and do a creditable job. The group should also address its thinking to briefing papers that would be of interest and management development value to Support and CS careerists serving overseas, compiling a list of topics with the view to the Agency's most knowledgeable experts being assigned to develop these papers.

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Problem: Training reports

1. The Office of Training wants to know if the Training Reports system is responsive to the needs of supervisors and career managers in the Support Services in determinations concerning assignment of employees, promotion actions, and other factors in the development of Support Careerists. Although the requirement is directed to the Support Services and its needs for more explicit guidance from OTR through a Training Report system, it is expected that the Support Directorate Seminar will include application of the system to the other Directorates in the Agency.

2. As an information vehicle for the individual supervisor, the Training Report is a certification of attendance and, in many cases, a description of performance by the employee in a particular course. Responsibilities of School and Staff Chiefs in the preparation of reports are spelled out in OTR Reg 25-4, "Training Reports." However, instructors in OTR have deviated from the three formats specifically prescribed in the regulation, but only in an effort to make the reports more useful to supervisors. Such usefulness, however, has never been totally outlined. The continuing problem is the lack of feedback from supervisors and student participants.

3. Your SDS group will identify the information supervisors want to have in the Training Report. It will devise formats as suggestions for OTR to adapt or adopt. The group will also outline responsibilities of supervisors and career managers in responding to information contained in the report, with emphasis on establishing ways in which OTR will be provided the feedback that is essential to OTR's realigning old courses and developing new ones in order to provide the Agency with a cadre of capable professional and clerical employees.

4. Although the Seminar should concern itself with the substance of the reports, a fact of logistics cannot be overlooked in the group's determinations. OTR produces a Training Report in an original and a carbon copy. The original is filed in the official folder; the carbon is sent to the Training Officer to be transmitted to the supervisor for action, and presumably, thereafter to be included in the "soft" file. OTR produces an average of 7,500 reports annually.

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Problem: Role of OTR in overcoming compartmentation (through substantive seminars on functions of intelligence, other means). Also to what degree should DDS play role in this endeavor. Merger of familiarization courses, bringing people together earlier in career.

1. OTR plays an important role in overcoming compartmentation in its two orientation courses -- one for CTs and one for all other professionals. The courses are about all components of CIA and the students are from all the components. First impressions are important, and the first impression given of CIA is in these courses. CIA is presented as one Agency having several components, all of equal importance but in different ways. OTR is truly neutral ground in CIA. If anything, the DDS -- especially OTR -- is underplayed.

2. As applied to the four CT courses -- Orientation, Intelligence Techniques, Operational Familiarization, and International Communism, there is some merit to the idea of a merger of the Orientation and the Techniques Courses. They were once one, merged with all the lectures grouped in the first three weeks and all the exercises in the second three weeks. The weakness of the Orientation Course today is that it is practically an all-lecture course and the weakness of the Techniques Course is that it is practically an all-exercise course. Merging the two could strengthen each at its weakest point, provide a change of pace, and eliminate some duplication.

3. You should first consider the extent to which elimination of compartmentation is desirable. In which areas should compartmentation be maintained (such as in special types of clearances, in on-going operations). Perhaps we need to devise a detailed list of areas where compartmentation now prevails where it should be eliminated.

4. Should OTR seek to help overcome undesirable compartmentation by writing articles on subjects which are compartmented? What subjects?

5. Another is to encourage speakers in all our courses to discuss subjects which are now compartmented. Again, what subjects?

6. Still another is to set up a series of orientation and reorientation courses which will provide all agency professionals with more frequent exposure to the new lines in Agency policy and thinking, including the elimination of unnecessary compartmentation. When your group agrees on a list which shows areas where undesirable compartmentation exists, we would appreciate your ideas on how to eliminate them. What are orientation as against reorientation courses in this context? How frequently should which individuals be exposed to reorientation? Why?

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